



Pesticide Handler Training How - To Guide



I hear and I forget. I see and I remember. I do and I understand. (Confucius)

Prepared by:
Washington State Department of Agriculture (WSDA)
Farmworker Education Program

Thanks

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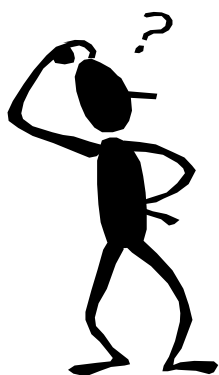
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Part One

General Information



What is the purpose of this guide?

This how-to guide was written for growers, grower associations, educators, trainers and others who are interested in conducting or sponsoring hands-on pesticide handler safety training at their farm or other facility. The guide was developed by the Washington State Department of Agriculture (WSDA) following two successful hands-on training programs that it co-sponsored with community partners in Wenatchee and Quincy. In companion with the training lesson plans, this guide contains all the information you need to plan and conduct a hands-on training program.

Who is the target audience for the training?

The hands-on training was developed for the unlicensed pesticide handler employee. Under the Worker Protection Standard (WPS), handlers are agricultural employees who work directly with pesticides or their residues. They perform duties such as mixing, loading and applying pesticides, handling open pesticide containers and concentrate materials, cleaning or repairing pesticide-contaminated equipment and assisting with the application of a pesticide.

Why “hands-on?”

Washington’s Pesticide Incident Reporting and Tracking Review Panel has identified the unlicensed Hispanic pesticide handler as the most vulnerable agricultural employee to pesticide exposure. While the agricultural employer is responsible for training their handler employees, there can be many obstacles to delivering effective training to this group. The hands-on training method minimizes these barriers by providing training in a personalized “learning by doing” style.

Students do not sit passively during a hands-on training program. Participants are encouraged to relate their own experiences and to work with others in a group to solve real-life – on farm situations. The small group setting encourages questions and discussions that might not otherwise occur. Because the training is relevant to the work they do and because it is conducted in their native language, real learning and ultimately real significant or measurable behavior change occurs.

Legal requirement for training

The Worker Protection Standard (WPS) requires agricultural employers to provide pesticide safety training to their pesticide handler employees. The topics that must be covered are outlined in the appendix. The hands-on training curriculum exceeds the training requirements of the WPS.

Where to find training support

WSDA, WSU Cooperative Extension and others who have experience with this type of training are available to support you in the development of similar training at your farm, ranch or other facility. We can help you organize the training event, train your trainers, and provide lesson plans, materials and props. Growers who already train their employees in this fashion may find helpful ideas in the lesson plans.

For a copy of the lesson plans booklet and/or to seek support for a hands-on training program, contact Flor Tovar, WSDA Farmworker Education Program, (509) 662-0590 or ftovar@agr.wa.gov.

Part Two

How Does the Training Work?

Training philosophy

This type of training is effective because it values the knowledge and experiences of both trainers and participants. Trainers do not stand before their audience as experts, but as facilitators who lead small groups through active learning sessions. Open-ended questions that encourage participants to share their experiences are an important element of the training.

Registration

To adequately prepare for the training, it is best to require pre-registration. This allows you to make up the correct number of training packets, assign participants to groups and make arrangements for food. When assigning groups, you may want to consider splitting up people from the same employer and/or area. This will give the group more diversity and eliminate workplace dynamics. If a group contains a supervisor and his employees, the latter may not feel comfortable sharing comments and experiences.

Training packets should contain all the information that the participants need for the training modules. It is also helpful to provide a plastic sack with handles for easy carrying. This is especially useful if trainees are given take home items such as samples or pamphlets.

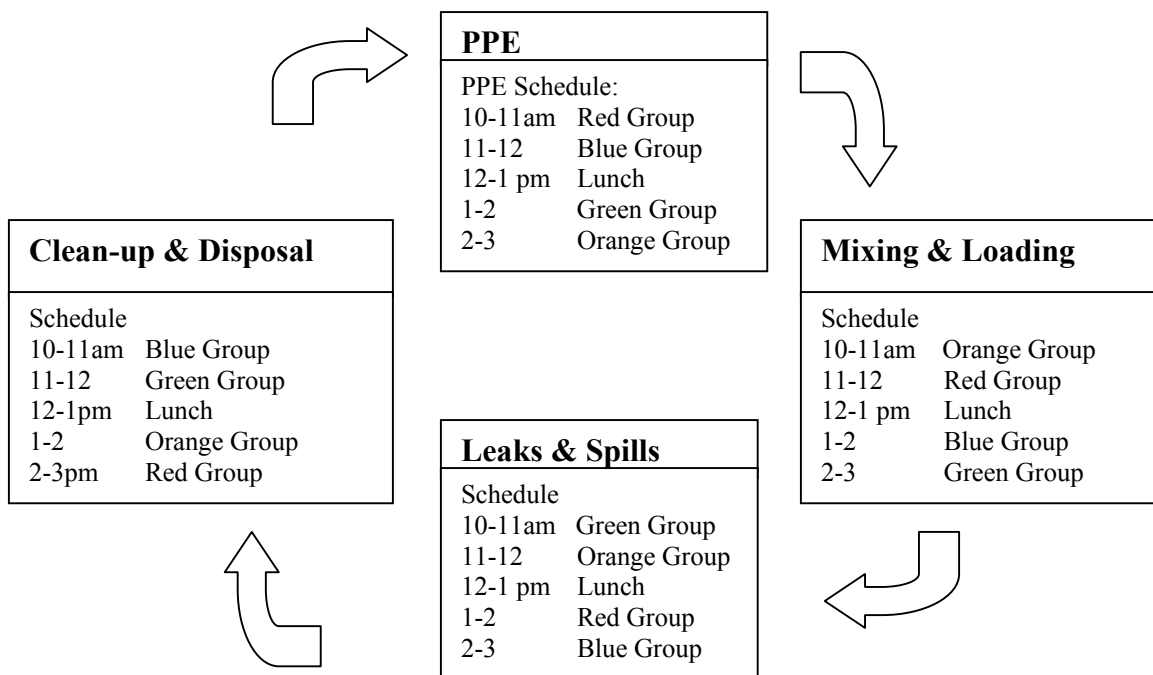
Training modules

Small groups of 10-12 students rotate through four modules. Each group is taught by a team of two trainers, both of who speak the language of the trainees. Participants discuss techniques, do problem-solving activities, and enact real-life scenarios. Each module lasts between 60-70 minutes. Groups are color-coded (red, blue, green, and orange) and stay together throughout the training. After they complete one 60 or 70-minute module, they go on to the next. Some groups may finish before others so it is good to have a meeting area away from the training area where participants can socialize. A cowbell or similar noisemaker is useful for letting the groups know when to move to the next module. There is usually a break for lunch and then the final two modules are completed. (Please see diagram of sample schedules on the following page).

At the beginning of each session, the trainers set the stage for their topics and then quickly get their groups up and moving into the hands-on activities. The four modules have different levels of activities. For example, the Personal Protective Equipment (PPE) section requires students to read labels and select the appropriate PPE from a table. In Clean up & Disposal, students must put on the appropriate PPE and then demonstrate how to wash equipment. Mixing & Loading requires students to practice how to safely open different types of pesticide containers, weigh and mix product. In Leaks & Spills, students learn how to contain both dry and liquid chemical spills.

Diagram of modules

Each team of trainers remains at their station. Each group of trainees (designated by color) stays together and rotates through each station until they have attended each topic. The entire group meets after the last module to cover the elements of the WPS handler training not previously covered. Below are sample schedules for each station. Usually there are 10-minute breaks between each module.



3:30 – 4:00 – WPS handler additions for entire group.

Lesson plans

A booklet containing English and Spanish language lesson plans for each module is available from WSDA. The lesson plans guide instructors by providing learning objectives, the necessary equipment and props, information on appropriate handouts and an instructional outline.

Documenting training

At the conclusion of the training, it is appropriate to issue a WPS Handler Training Verification Training card or recertification credits (if licensed). Contact WSDA for both of these. If the participants are from multiple employers, a certificate of attendance may also be important.

If you will be doing future training programs, you may want to evaluate the effectiveness of your program. Try a before and after survey to measure change in knowledge and skills. It may also be insightful to do a debriefing of both your audience and your trainers. See the appendix for a sample training survey. Develop debriefing questions relative to what you would like to learn.

Lastly, it is important to recognize your trainers. Their willingness to share their expertise and time in support of a healthier workforce is to be commended.

Part Three

Planning Your Training Program

Choosing a location

One of the growers on our Farmworker Education Committee periodically holds a hands-on training for his employees at his ranch. Associations and large organizations may want to rent space at a fairground or park, or use a donated space, such as a local high school or community college. Schools are especially good locations because they often have a large shop with running water and plenty of space to bring in equipment. Cafeterias are often available. There is also the added advantage of being able to recruit student volunteers to help with the event!

This guide focuses on a smaller size training program (approximately 45 to 50 people). UC Davis and the California Agriculture Commissioner put on hands-on training events for up to 400 people. For information on holding a training of 400 people or more, please contact WSDA or:

Pat O'Connor-Marer, Pesticide Training Coordinator
Statewide Integrated Pest Management Project
University of California
One Shields Avenue
Davis California, 95616-8620.
pjmarer@ucdavis.edu

Training supplies and equipment

For a training program of 45-50 people, we needed approximately \$2,000 worth of supplies and equipment, almost \$1,000 of which was donated. This does not include facility rental or reimbursement for trainer time or travel. The lesson plan includes a listing of all necessary training equipment and supplies. Now that we have most of the equipment on inventory, it is available for loan to interested parties.



Selecting trainers

When selecting a trainer, you want a person who enjoys talking with people in a group, has good listening and speaking skills and is bilingual, if necessary. He or she should have a personality that makes people feel at ease and draws them into a conversation. It is also useful if the individual has farm management experience. All of the trainers we have used are highly experienced fieldmen, managers or educators.

We found that the trainers who asked questions of the participants and listened to what they had to say received higher marks on surveys. People who are not afraid to try different teaching techniques and who have a good sense of humor are especially effective trainers. People who are shy in front of a group or who like to command attention by yelling or insulting others do NOT make good trainers.

Trainers should have a thorough understanding of the subject(s) they will be teaching and good time management skills so they can finish the lesson plan within the allotted time. When first starting out, a typical trainer may feel knowledgeable about the subject matter but nervous about teaching. By the end of the training day, after they have gone through their subject four times, they have mastered many of the teaching concepts and are much more confident trainers.

Training of Trainers and Practice Dry Run

At our first training in Wenatchee, we had a Training of Trainers (TOT) and a practice dry run all in one day. It took about 6 hours. Many trainers felt that this was too long. The second year, many of our trainers had participated either as a trainer or trainee the previous year. We decided that less formal preparation was needed and we did not hold a TOT session. Instead, we encouraged each training team to get together informally about 2 weeks before the training and discuss how they wanted to coordinate their subject matter. On the day of the training, the trainers came 2 hours early to help set-up their stations. This worked well, but mostly because they already had a general idea of what to expect. When using new trainers, it is best if they have had some previous teaching experience, or have gone through some formal training or education including pesticide pre-license and/or recertification training.

When training your trainer(s), we have a few different techniques that will help. There are two videos of hands-on training that we can loan out. This will give individuals an idea of what the training is like. The training lesson plans (see below) are extremely valuable and descriptive. They walk a person through each subject, in 10-20 minute blocks, describing activities in a very easy-to use format.

The best scenario is for trainers to work in teams of two. If you have 12 employees and one trainer, get the employee with the best skills to help. This will give them valuable training experience. This team teaching approach is especially effective because the strengths of both trainers are maximized while their weaknesses are minimized. It also gives the main trainer some down time, as it can be very tiring for one person to cover all the topics.

If you are organizing a large training program, have a TOT / practice dry run about a week to two weeks before the actual training day. One drawback to this is that the equipment has to be set up and taken down, then set up again for the actual training day. If you are in a facility where you can leave it up, all the better. Don't make the TOT / practice session longer than about 3 to 4 hours.

Here is a sample TOT / practice dry-run schedule

9:00 – 9:45 am

Show parts of a video of previous hands-on training and discuss the idea behind the training. Invite someone to attend who has had some experience with hands-on and/or interactive training to give his or her own personal viewpoint of the training philosophy.

9:45 – 10:15am

Let teams get together and start going through the curriculum themselves. (Ideally, they should have read their parts before this day.) Let each team pick out one 10-15 minute section and rehearse it to teach to the rest of the group. Have all props there, if possible.

10:15 – 11:30am

Have each team teach their 10-15 minute section to the rest of the group. If there is time, and trainers want to do it again, they can try to teach another section of their module.

11:30 – 12: 00

Debriefing. Let the participants give each team of trainers some feedback. What worked and what didn't? Encourage teams to get together and practice on their own once more before the training. If it's not possible to meet in person, they can discuss their plans by telephone.

Sample training program timeline

In the appendix (Table 1), you will find a sample timeline for a 4-module training for 48 people, using 8 bilingual trainers. The planning period is from December through February, with the practice run in early March (4th) and the actual training on March (11th). Two main coordinators and approximately 4 extra volunteers are needed on the day of the training, in addition to the trainers. One person should be assigned to take photos / video if that is desired. One of the two main coordinators will be the prop person – he or she is the one for trainers to go to when they need extra supplies. For a training of this size, start planning the project approximately 3 to 3 ½ months ahead of time.

In general, the person who organizes the equipment can also organize the trainers and address their needs. Another person can take care of logistics, such as reserving the facility, organizing times and dates, editing and printing lesson plans, and helping to take care of the registration, cash flow, and lunch and/or refreshments. Alternately, several people can be assigned to these tasks.

Part four

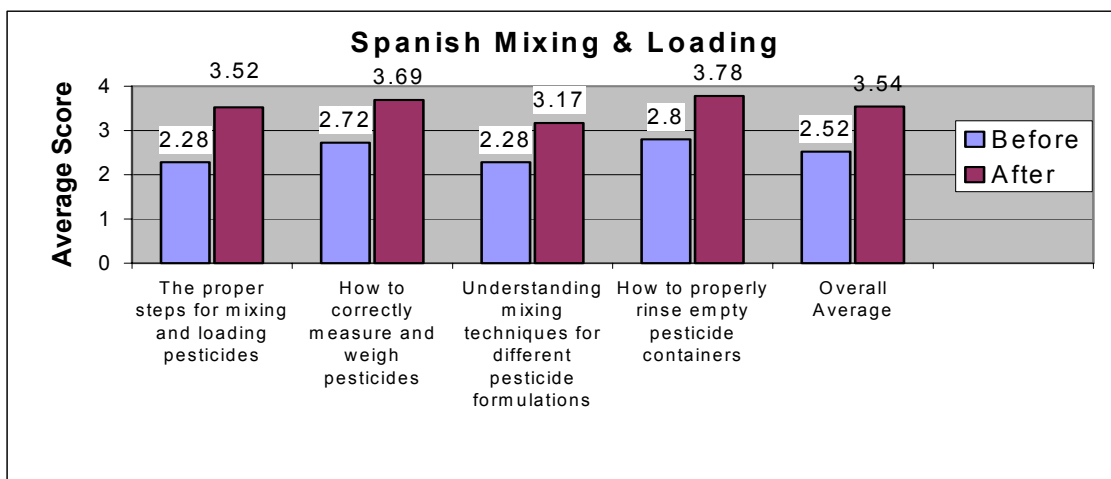
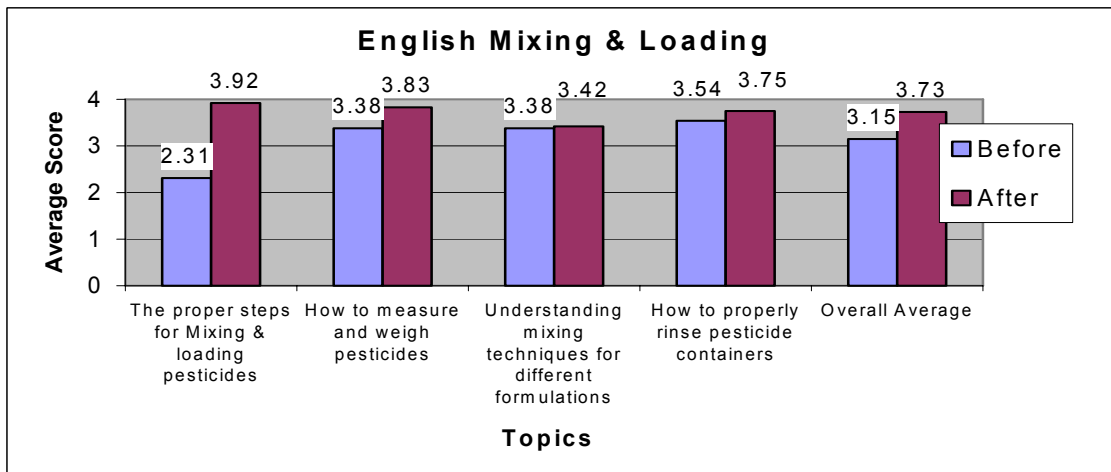
Hands-on Training Works!

Training survey results

In our training programs, approximately 2/3 of the participants were taught in Spanish, and 1/3 in English. Surveys from the Wenatchee event showed that participants in the Spanish groups generally wanted 70 minutes or more while those in the English groups felt that less time was needed. In both training programs, most of the participants in the Spanish groups commented on having learned new material, while many English – speaking participants generally thought of the training as a good review. Both groups commented positively on the content and competency of the trainers.

Before- and after- surveys were given to all the students at the Quincy Hands-on Handler training in 2000. On a scale of 1 (lowest) to 4 (highest), trainees were asked to evaluate their own level of knowledge in performing the activities covered in the training.

The two charts below show how students scored themselves before and after one of the hands-on training modules. The complete results and explanations can be found in the appendix, table 1, *English and Spanish before and after surveys*.



In all subjects, Spanish-speaking participants scored themselves at a higher level of knowledge after the training than before. Of the English-speaking group, most participants scored themselves higher after the training, although sometimes only a little bit higher, like in the topic “Understanding Mixing Techniques for Different Formulations.”

Comments from participants and employers

In answer to the question, “What did you learn today that will make you a better pesticide handler?” participants responded:

“I learned more about equipment and handling chemicals.”

“What to do with any extra pesticides.”

“How to better clean equipment.”

“My memory was refreshed on many of the requirements.”

“I learned that for all types of pesticides you have to read the label.”

“How to use all the personal protective equipment.”

“How to empty containers, store dangerous chemicals and load a tank more easily and safely.”

“I learned many things that will help me as an applicator.”

“A better way to measure and pour chemical and what to do in case of a spill.”

“To check the respirator to make sure it is good.”

“To protect myself better and be careful.”

“To protect myself better and to protect others.”

When asked if they had any other comments, many of the Spanish-speaking participants wanted “To be able to come again and learn more.” “To have these programs more often.” Other participants said, “I hope that they will continue teaching us more and more so that we can improve in our jobs” and, “I think that everyone that works on a farm should come to one of these classes.”

Employers, too, commented on how pleased they were with the results of the hands-on training.

How to get involved

We know that you, too, could benefit either through attending a hands-on training, helping sponsor or host a training event, volunteering as a trainer or assistant, or just by reading the training manual and using some of the lesson plans in your own training. There are many ways to improve the level of training for pesticide handlers who need and want the skills to do their job more safely and effectively. We hope that you will get involved and help us to promote the idea of developing a safer, more knowledgeable workforce. Just contact any of the individuals on the following page to learn more about the Worker Protection Standard, state and federal laws, farmworker education, and the hands-on handler pesticide safety training program.

Part Five

Contacts

For general information about hands-on training, or to plan an event in your area, please contact any of the following people for assistance:

Flor Tovar

WSDA Farmworker Education Program
1505 N. Miller Ste. 140
Wenatchee, WA 98801
(509) 662-0590
ftovar@agr.wa.gov

Karen Lewis

WSU Cooperative Extension Grant County
9795A Road H SE Othello, WA 99344
(509) 346-1377 or in Ephrata: (509) 754-2011 ext. 412 / (509) 760-2263 (cell)
kmlewis@wsu.edu

Margaret Tucker

WSDA Pesticide Management Division
PO Box 42590
Olympia, WA 98504-2590
(360) 902-2015
mtucker@agr.wa.gov

For information on the Worker Protection Standard (WPS), please contact Margaret Tucker (above) or:

Alan Welch
US EPA Region 10 Pesticides Unit
ECO-084 1200 6th Avenue
Seattle, WA 98101
(206) 553-1980
welch.allan@epa.gov

For other information on state and federal regulations or questions regarding pesticide compliance, you may contact one of the Pesticide Management Division offices located in Olympia, Wenatchee, Yakima, Spokane or Moses Lake by calling the WSDA Pesticide Management Division toll-free at: 1-877-301-4555. There is an abundance of information available on the WSDA Web site at **www.wa.gov/agr**.

Appendix

Table 1: Sample Hands-on Handler Training Timeline

ACTION	Person Responsible	Timeline	Date to be Completed
Decide what subjects will be covered, how many trainers will be needed, what languages, and how many participants	Group	3 ½ months ahead	
Decide on a location	Group	3 ½ months ahead	
Secure a date*(1)	Group	3 months ahead	
Schedule the training of trainers (TOT) and practice run	Group	3 months ahead	
Contact all potential trainers and confirm availability/interest		2 ½ months ahead	
Update and print lesson plans		8 weeks ahead	
Assign person to do TOT (can be same person who edits lesson plans)		6-8 weeks ahead	
Check inventory of supplies, solicit help for props and funding needed, and begin purchasing supplies		8 weeks ahead	
Meet w/ planners & trainers to confirm logistics, facility set-up. Decide if a fee will be charged to participants		6 to 8 weeks ahead	
Confirm trainer participation, provide each with a training manual		6 weeks ahead	
Assure that trainers and coordinators get together to discuss their lesson plan		4 weeks ahead	
Advertise training program & begin pre-registration		4-5 weeks ahead	
Order any special publications, outreach materials, labels or other literature needed		3-4 weeks ahead	
Arrange for meals, snacks, refreshments		3-4 weeks ahead	
Arrange for transportation of supplies and donated or borrowed items (i.e. John Deere Tractors)		3 weeks ahead	
Handling of money (if monetary donations are solicited or if individuals are charged for attending)		Ongoing	
Arrange for special gifts for trainers (if hats are to be made, start 8 weeks ahead)		3 weeks ahead	
Print certificates for participants.		2 weeks ahead	
Invite media to attend event, if desired		2 weeks ahead	
Assign volunteers to help during events to coordinate people, make signs, put out refreshments, handle registrations, make sure trainers have what they need (drinking water, props, etc.)		2 weeks ahead	

ACTION	Person Responsible	Timeline	Date to be Completed
Registration cut-off date *(2)		10 days prior to training	
Print lists of participants, arrange all forms needed for day of training		7-10 days prior to training	
Set-up location, training of trainers & practice dry – run		One week prior to training	
Get together all materials that will be given to trainees and put into packets		3-5 days ahead	
Meal preparation, facility set-up		Morning of training	
Set up stations, check-in participants, begin training. Replenish supplies, take photos (if desired) make sure trainers know who to go to if they need anything. Training ends in afternoon.		Day of training	
Clean-up		After training	
Store equipment and return props for future use, inventory equipment		Afternoon of training or next day	
Write thank-you letters to trainers, volunteers, etc.		7-10 days after training	
Other			

Notes:

*(1) We found that a one-day training works best. With a one-day training, trainers only have to travel once and it cuts down on personal expenses, extra travel, and a lost workday.

*(2) Don't leave your registration open until the day of the training. Make sure you have 7-10 days to give yourself lots of time to plan food, refreshments, and equipment needed for the number of people who register.

Table 2: Spanish & English Before and After Surveys

(March 11, 2000 Hands-on Handler Training in Quincy, WA)

Spanish Surveys

Spanish language trainees were given a “before” and “after” survey. Trainees rated themselves from a scale of 1 to 4, with 1 = they have a very low amount of knowledge of that topic, 2 = average, 3 = above average, and 4 = a very high level of knowledge. Each column below indicates how many trainees scored themselves with a 1, 2, 3, or 4 for each topic, before and after the training. Those who did not answer are recorded under “NA.” Numbers are based on 25 Spanish “before” surveys (33 collected and 7 thrown out for lack of completion) and 23 “after” surveys (34 were collected and 11 thrown out for lack of completion).

How to read this table: For the first topic under PPE, “Choosing the correct personal protective equipment,” 11 trainees scored their level of knowledge a “2” before the training and 14 trainees gave themselves a “4” after the training. On average, the majority of trainees scored themselves a “2” on each topic before the training and a “4” after the training.

<i>Spanish-Language Surveys</i>	BEFORE Hands-on Training					AFTER Hands-on Training				
<i>Scores --</i>	NA	1	2	3	4	NA	1	2	3	4
Personal Protective Equipment (PPE)	Number of Trainees					Number of Trainees				
Choosing the correct PPE for handling pesticides	1	0	11	9	4	0	0	1	8	14
The proper use of personal protective equipment	0	1	10	9	5	0	0	1	5	17
Using and maintaining a pesticide respirator	1	0	14	7	3	0	0	1	4	18
The meanings of the signal words (caution, warning, danger) on pesticide labels	1	0	10	9	5	0	0	2	7	14
The parts of the body most likely to be exposed to pesticides	0	0	14	8	3	0	0	3	7	13
Mixing and Loading Topics	Number of Trainees					Number of Trainees				
The proper steps for mixing and loading pesticides	0	3	14	6	2	0	0	3	5	15
How to correctly measure and weigh pesticides	0	0	11	10	4	0	0	2	3	18
Understanding mixing techniques for different pesticide formulations	1	2	14	5	3	0	0	5	9	9
How to properly rinse empty pesticide containers	0	1	10	7	7	0	0	1	3	19
Leaks & Spills Topics	Number of Trainees					Number of Trainees				
How to respond correctly to a pesticide leak or spill	0	6	13	4	2	0	0	3	7	13
What to do for a large pesticide spill	0	5	16	2	2	0	0	3	4	16
What is contained in a good spill kit	1	5	14	5	0	0	0	3	7	13
Clean-up and Disposal Topics	Number of Trainees					Number of Trainees				
How to clean pesticide application equipment	1	1	15	4	4	0	0	1	5	17
How to keep pesticides from becoming hazardous waste	0	2	16	5	2	0	0	1	8	14
How to properly clean PPE	0	1	13	7	4	0	0	1	2	20
The difference between hazardous materials and hazardous waste	0	2	15	3	5	0	0	2	6	15

English-Language Surveys

English language trainees were given a “before” and “after” survey. They rated themselves from a scale of 1 to 4, with 1 = they have a very low amount of knowledge of that topic, 2 = average, 3 = above average, and 4 = a very high level of knowledge. Each column below indicates how many trainees scored themselves with a 1, 2, 3, or 4 for each topic. Those who did not answer are recorded under “NA.” Numbers are based on 13 “before” surveys and 12 “after” surveys.

How to read this table: For the first topic under PPE, “Choosing the correct personal protective equipment,” 9 trainees rated themselves a “4” before the training and 11 trainees gave themselves a “4” after the training.

English-Language Surveys	BEFORE Hands-on Training					AFTER Hands-on Training				
	Number of Trainees					Number of Trainees				
Personal Protective Equipment (PPE)	NA	1	2	3	4	NA	1	2	3	4
Choosing the correct PPE for handling pesticides	0	0	1	3	9	0	0	0	1	11
The proper use of PPE	0	0	1	4	8	0	0	0	0	12
Using and maintaining a pesticide respirator	0	1	0	4	8	0	0	0	6	6
The meanings of the signal words (“caution, warning, danger”) on pesticide labels	0	0	0	3	10	0	0	0	0	12
The parts of the body most likely to be exposed to pesticides	1	1	0	5	6	0	0	0	1	11
Mixing & Loading Topics	Number of Trainees					Number of Trainees				
The proper steps for mixing and loading pesticides	0	0	2	4	7	0	0	0	1	11
How to correctly measure and weigh pesticides	0	0	2	4	7	0	0	0	2	10
Understanding mixing techniques for different pesticide formulations	0	1	0	5	7	0	0	0	7	5
How to properly rinse empty pesticide containers	0	0	1	4	8	0	0	0	1	11
Leaks & Spills Topics	Number of Trainees					Number of Trainees				
How to respond correctly to a pesticide leak or spill	0	0	2	8	3	0	0	0	7	5
What to do for a large pesticide spill	0	0	6	5	2	0	0	0	3	9
What is contained in a good spill kit	1	1	3	8	0	0	0	0	2	10
Clean-up and Disposal Topics	Number of Trainees					Number of Trainees				
How to clean pesticide application equipment	0	0	2	5	6	0	0	0	2	10
How to keep pesticides from becoming hazardous waste	0	1	3	6	3	0	0	1	3	8
How to properly clean PPE	0	1	0	3	9	0	0	1	0	11
The difference between hazardous materials and hazardous waste	1	0	2	5	5	0	0	0	0	12

WPS Handler Training Requirements

WPS training for handlers must include at least the following information:

- Format and meaning of information on pesticide labels and in labeling, including safety information such as precautionary statements about human health hazards.
- Hazards of pesticides resulting from toxicity and exposure, including acute effects, chronic effects, delayed effects, and sensitization.
- Routes through which pesticides can enter the body.
- Signs and symptoms of common types of pesticide poisoning.
- Emergency first aid for pesticide injuries or poisonings.
- How to obtain emergency medical care.
- Routine and emergency decontamination procedures, including emergency eyeflushing techniques.
- Need for and appropriate use of personal protective equipment.
- Prevention, recognition, and first aid treatment of heat-related illness.
- Safety requirements for handling, transporting, storing, and disposing of pesticides, including general procedures for spill cleanup.
- Environmental concerns such as drift, runoff, and wildlife hazards.
- Warnings about taking pesticides or pesticide containers home.
- An explanation of WPS requirements that handler employers must follow for the protection of handlers and others, including the prohibition against applying pesticides in a manner that will cause contact with workers or other persons, the requirement to use personal protective equipment, the provisions for training and decontamination, and the protection against retaliatory acts.

HANDS-ON HANDLER TRAINING SURVEY

Instructions: For the items listed below, please determine your level of knowledge for each subject. Your responses are completely confidential.

What level of knowledge do you have for the following items?

Respond with 1, 2, 3 or 4 where:

1 = no understanding

2 = minimal level of understanding, but little depth of knowledge

3 = moderate level of understanding, some information is not clear

4 = understand concepts very well and use practices on a regular basis

___ Choosing the correct personal protective equipment for handling pesticides

___ Proper use of personal protective equipment

___ Using and maintaining a pesticide respirator

___ Meaning of the signal words (“CAUTION, WARNING, DANGER”) on pesticide labels

___ Parts of the body most likely to be exposed to a pesticides

___ Proper steps for mixing and loading pesticides

___ Correctly measuring and weighing pesticides

___ Understanding mixing techniques for different pesticide formulations

___ Properly rinsing empty pesticide containers

___ Responding correctly to a pesticide leak or spill

___ What to do for a large pesticide spill

___ What is contained in a good spill kit

___ Cleaning application equipment

___ How to keep pesticides from becoming hazardous waste

___ How to properly clean personal protective equipment

___ Difference between hazardous material and hazardous waste